

REVISED 3/16/2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☐ Middle ☒ High ☐ K-12

Name of Principal Mr. Jack Thompson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Kirtland High School

(As it should appear in the official records)

School Mailing Address 9150 Chillicothe Rd.

(If address is P.O. Box, also include street address)

Kirtland

City

Ohio

State

44094-9298

Zip Code+4 (9 digits total)

County Lake

School Code Number* IRN019216

Telephone (440) 256-3366

Fax (440) 256-1042

Website/URL www.kirtland.k12.oh.us

E-mail ki_Thompson@lgca.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Stan Lipinski

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kirtland Local School District

Tel (440) 256-3311

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

Mrs. Lanette Parise

President/Chairperson _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
 3 TOTAL

2. District Per Pupil Expenditure: \$9378.00
 Average State Per Pupil Expenditure: \$8768.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, 2004 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	40	36	76
2				10	41	46	87
3				11	51	39	90
4				12	39	43	82
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							335

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 98 | % White |
| 1 | % Black or African American |
| | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1, 2003	335
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:
9. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 23

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %
30 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>5</u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>22</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>1</u>	<u> </u>
Total number	<u>26</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 13 to 1

13.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	97%	93%	97%	93%
Daily teacher attendance	96%	96%	97%	97%	96%
Teacher turnover rate	8%	3%	0%	3%	3%
Student dropout rate (middle/high)	4%	9%	6%	3%	10%
Student drop-off rate (high school)	0%	0%	0%	0%	9%

The significant discrepancy between drop out rate and drop-off rate is due to the small size of our district and increases in enrollment. With approximately 80 students enrolled in each class, a small number of students entering or exiting has a significant affect on our percentages. Because of increased enrollment, the graduating class commonly ends up being larger than the same cohort when entering the 9th grade.

14. (**High Schools Only**) Show what the students who graduated in spring 2004 are doing as of September 2004.

Graduating class size	<u>83</u>
Enrolled in a 4-year college or university	<u>62</u> %
Enrolled in a community college	<u>28</u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u>8</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Kirtland Local School District is located in Lake County in the northeast section of Ohio, approximately 22 miles east of the city of Cleveland, and about 5 miles inland from Lake Erie. The school district serves the city of Kirtland and parts of the surrounding communities of Kirtland Hills, Waite Hill, and Chardon Township. The city, with a population of over 6,500, is approximately 17 square miles and consists predominately of residential homes. Known as “The City of Faith and Beauty,” Kirtland is a picturesque residential community that takes pride in its excellent educational programs. The vast array of recreational activities including 900 acres of parkland and the historic religious landmarks such as The Kirtland Temple and Old South Church, contributes to healthy lifestyles and provides lush scenery that enhances the lives of all who live in Kirtland.

The mission of Kirtland High School is to continue to improve our exemplar learning community as we unite to achieve defined curricular goals, improved student performance, and success for all students through frequent monitoring, communication, and remediation. Believing that all students can learn, this mission serves as a concise philosophical guide by which all educational decisions at Kirtland High School are made. Maintaining a clear understanding of what our students need to learn, how they are going to learn, and what we will do when students do not learn ensures that we will stay focused as an organization on student achievement. Kirtland High School is a public comprehensive high school with an enrollment of around 335 students. Approximately 90% of our students continue their education after high school resulting in the Kirtland High School program of studies being predominately college preparatory. This curriculum is delivered by an outstanding teaching and support staff, of which 70% hold a master’s degree or above and 100% teach within their certification area.

Kirtland High School offers a wide range of educational programs that maintain the highest possible expectations for challenging students to reach their academic potential while also providing for each students individual needs and interests. The current program of studies includes Advanced Placement, honors, college preparatory, and regular offerings in the core curriculum areas of science, math, social studies, language arts, and foreign language. Advanced Placement courses are currently available in biology, world history, government & politics, calculus, computer science, language & composition, literature & composition, and Spanish. In the future we will be enhancing our Advanced Placement Program by offering additional AP courses such as physics, French, music theory, studio art, & U.S. history. In the area of foreign language we offer four levels of French, Spanish, & Japanese. Our high school also offers a comprehensive fine arts program including band, chorus, jazz ensemble, marching band, art, music theory, and media production. Students interested in technical/vocational studies are afforded the opportunity to attend Auburn Career Center, which is a vocational school operated in

conjunction with ten other school districts. For students that need additional instruction in reading and math, Kirtland High School offers a reading intervention course and provides mandatory individualized intervention programs in math and reading. A comprehensive special education program is also in place including a study skills course giving accommodations and additional support for students with disabilities.

Although Kirtland High School has a small student enrollment, we offer a comprehensive extracurricular program equal to many schools well above our size. We currently have 14 clubs and activities and offer 17 varsity sports programs for boys and girls. As part of our graduation requirements, students are required to complete a 3-day career internship their junior year and 16 hours of community service by the end of their senior year. Kirtland High School encourages students to get involved in extra curricular activities to ensure well-rounded growth and development that will help them become successful, contributing citizens.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of the School's Assessment Results

In March of 2004, sophomores at Kirtland High School took the Ohio Graduation Tests (OGT) in reading and math. The OGT measures whether Kirtland students are meeting Ohio's new academic requirements for graduation. These requirements have been developed by Ohio teachers, parents and members of the community to communicate what a child is expected to know and be able to do before he/she graduates. Grade level requirements have been written in the form of standards called the academic content standards that spell out exactly what students should learn at each grade level.

The state of Ohio has developed five levels of measurement for the Ohio Graduation Tests: Advanced, Accelerated, Proficient, Basic, & Limited. The state of Ohio has determined a score of 400 to be at the proficient level or passing. The average score in reading for 10th graders at Kirtland on the OGT given in March of 2004 was 449 with 97% of our students scoring at a level of proficient or better. On the reading test 57% of Kirtland students scored at the highest or advanced level, 28% at the accelerated level, 12% at the proficient level, 2% at the basic level, and 0% at the limited level.

The average score in math for Kirtland 10th graders that took the OGT in March of 2004 was 432, with 92% of our students scoring at a level of proficient or better. On the math test, 36% of Kirtland students scored at the highest or advanced level, 29% at the accelerated level, 27% at the proficient level, 7% basic level, and 0% at the limited level.

Subgroups at Kirtland High School are not calculated for state reporting because the number of students in each subgroup is below the minimum number necessary for statistical reliability. However, there is no significant difference in achievement when comparing students with individuals in our subgroups. More information on Ohio's Graduation Test and other state tests can be found at <http://www.ode.state.oh.us/proficiency/OGT/default.asp> and [OGT Interpretive Guide, Spring 2004](#).

Assessment Data Use

Assessment data serves as an integral role and drives instructional decisions aimed at improving student achievement at Kirtland High School. In the classroom, teachers provide assessments to measure student mastery of the benchmarks outlined in the Ohio Academic Content Standards and make adjustments to their instructional strategies as indicated by assessment results.

A variety of standardized assessment data is disaggregated and analyzed at Kirtland Local Schools to reveal specific areas of weaknesses and aid in curricular as well as student scheduling and intervention decisions. Data is presented to staff in the form of charts and graphs to make the information as applicable as possible. Standardized tests are disaggregated by item and categorized according to type of question (extended response, short answer, multiple choice, etc.) and the benchmarks and standards that are being assessed (Vocabulary Acquisition, Literary Text, etc.). Staff participates in detailed item analysis of assessment data to determine how to improve the performance of students in their weaker areas. Student assessment data is used to provide mandatory intervention for students, particularly in math and reading.

Results from a variety of assessments are analyzed and used to make decisions in programming as well as staff development. Student assessment data at Kirtland High School includes results from taking a practice OGT and PSAT as freshmen, the PLAN, PSAT, practice Ohio Graduation Test, Strong Interest Inventory, and, beginning this year, the Ohio Graduation Test as sophomores, the PSAT and Advanced Placement Exams as juniors, and the ACT and SAT as seniors. As a result of the information gained from analyzing assessment data in 2004, Kirtland High School provided professional development opportunities to staff on improving assessments, using rubrics, writing across the curriculum, vertical alignment according to the academic content standards, and literacy. Utilizing assessment data is imperative for making informed decisions for continuous improvement and to provide for the individual needs of our students.

Communicating Student Performance

Kirtland High School communicates student performance in a variety of ways. As with most schools, we mail progress reports in the form of an interim midway through the quarter and a grade report at the end of each 9-week period. The district web site is a widely utilized tool for communicating to parents and the community, which offers easy access to any teacher or administrator through e-mail. Our web site also posts assessment results such as the district's Local Report Card and supplies links to the Ohio Department of Education's web site. Our staff continues to be available for parent conferences throughout the year.

Our guidance counselors meet with each student individually to explain assessment results for standardized tests such as the PSAT and also sends home a letter to parents that communicates what the results indicate and how they will be utilized to make decisions concerning their son's/daughter's academic program. The principal and superintendent publish separate quarterly newsletters that are mailed home to parents, which always highlight student achievements such as National Merit Scholars, scholarship award winners, AP Scholars, etc. We have a number of community forums throughout the year that celebrate and inform the community of our students' academic performance. Such events include: freshman orientation, Post-Secondary Options and Advanced Placement information night, financial aid night, AP recognition dessert, Kirtland Education Foundation's academic awards breakfast and our commencement ceremony. Teachers and administrators also speak at various community functions, such as Kirtland Kiwanis, and ministerial luncheons and hold monthly parent roundtables to inform community members about our students' most recent accomplishments. Kirtland High School has established a strong working relationship with the area media who continually provide coverage to positively communicate our students' achievements.

Sharing Success with other Schools

Kirtland High School seeks to work collaboratively with schools in an effort to improve the opportunity for all of our nation's students. Administrators in our district participate in a number of networking initiatives that afford the opportunity for principals from the surrounding areas to share what is working at each of their districts. The Lake County Educational Service Center provides meetings throughout the school year to participate in book reviews and other areas of interest. A distinguished administrators series is also conducted through our County Education Center via distance learning, where Kirtland's High School principal presented last year on increasing Advanced Placement opportunities for students.

Teachers and counselors participate in an annual academic forum that brings teachers from area schools together to discuss related issues, such as curriculum and student achievement.

Both teachers and administrators from Kirtland High School have presented and will continue to present at various state and national conferences to provide information helpful to school districts desiring to improve. Most recently administrators from Kirtland High School presented at the National Advanced Placement Conference, the Ohio School Boards Conference, and the Ohio SchoolNet Conference. Teachers have also presented on instructional techniques using technology at the Keystone National Conference and Ohio SchoolNet. Kirtland Local Schools host's full day workshops on campus that other districts are notified of and given an opportunity to attend.

An additional avenue for sharing our success is through electronic bulletin boards. AP Central run by the College Board provides a number of on-line discussion groups where questions can be posted and distributed to all of the persons in the group. Kirtland High School has a number of teachers who frequent electronic bulletin boards specific to their field. For Example, the high school principal currently participates in the "AP at Small Schools" group and receives and responds to messages from schools throughout the country on a regular basis. We have visited schools that have demonstrated excellence in an effort to gain insights to improve our district and likewise will always welcome educators that want to visit Kirtland in the hope of learning something that will improve their school district.

PART V – CURRICULUM AND INSTRUCTION

Core Curriculum

Kirtland High School is a comprehensive public high school that offers a wide range of challenging educational programs to ensure that each student reaches their academic potential. With approximately 90% of our students going on to either a four year or two year college, a majority of our core curriculum is focused on college preparation. The current program of studies includes Advanced Placement, honors, college preparatory, and regular offerings. The core curriculum areas at Kirtland High School are science, math, social studies, language arts, and foreign language. As part of our graduation requirements one credit of fine arts and one credit of computer technology is also required. Advanced Placement courses are currently available in biology, world history, government & politics, calculus, computer science, language & composition, literature & composition, & Spanish. In the future we will be enhancing our Advanced Placement Program by offering additional AP courses such as physics, French, music theory, studio art, & U.S. history. In the area of foreign language we offer four levels of French, Spanish, & Japanese. Our high school also offers a comprehensive fine arts program including band, chorus, jazz ensemble, art, music theory, and media production. In the areas of technology we offer computer technology, computer applications, html web programming, & computer science. We also offer coursework in the applied arts consisting of industrial technology, consumer sciences and business. For students that need additional instruction in reading and math, Kirtland High School offers an individualized intervention program in math and reading. A comprehensive special education program is provided including a study skills course giving accommodations and additional support for students with disabilities.

Four credits of English are required for graduation. Our language arts courses are designed to engage students in the careful reading and critical analysis of imaginative literature. Students become skilled readers of prose written in a variety of periods, disciplines, rhetorical contexts, and become skilled writers who can compose for a variety of purposes.

Three credits of Social Studies are required for graduation including American history, world history, and U.S. government & politics. Advanced Placement world history, Advanced Placement government,

psychology, and issues in citizenship are also offered through the history department. Concepts that are emphasized while further developing our students writing and critical thinking skills in the social studies curriculum are evolving global relations, America's constitutional heritage, democratic values, the impact of new technology on society, cultural diversity and economic development. Students develop the conceptual tools necessary to understand some of the world's diverse political structures and practices, including the United States, and gain insight to the political, social and economic developments covering the traditional societies in the west as well as Asia, Africa, and the Middle East.

Three credits of mathematics are required for graduation with special attention given to real-world applications and associated graphical analysis. The introductory focus is based on elementary probability, the study of chance, applied and descriptive statistics, and the study of data collection and interpretation. Students later advance through the complex number system, linear, quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions that culminates with the opportunity for the accelerated student to enroll in Advanced Placement calculus ab or bc.

Three credits of science are required for graduation including environmental/physical science, biology, and chemistry. Students wishing to pursue additional sciences can take Advanced Placement biology, genetics, and honors physics. In 2005-2006, students will have the opportunity to enroll in an anatomy/physiology course. A majority of science courses require extensive laboratory work that demonstrates a workable knowledge of specific content and the ability to perform rigorous processes.

Two years of a foreign language are expected; however, four years of one language or two years of two separate languages are highly encouraged. For the accelerated student Advanced Placement Spanish is offered. In the future students will have the opportunity to take Advanced Placement French.

One credit of a fine art is required for graduation, which can be satisfied by taking a number of different courses including band, chorus, jazz ensemble, art experience, art foundations I, II, & III, or media productions.

English Curriculum

The Kirtland Schools maintain high expectations for their language arts curriculum, which strongly emphasizes reading comprehension and the writing process. As a result, our students consistently score above the national average in the verbal portion of the SAT. Committees of teachers representing the language arts department have been meeting on a regular basis to articulate and prepare pacing guides. This not only ensures that the curriculum continues to be aligned with the state of Ohio's academic content standards, but also provides a clear understanding of when benchmark performance indicators are mastered by students during the school year. Reading intervention courses are offered in addition to the required English coursework for students who have been identified as reading below grade level.

College Preparatory English enhances students' skills as they experience a writing emphasis on short essays, reading American and British literature, practicing good grammar, vocabulary, spelling, career research paper, and speeches. College Preparatory English is designed to develop the language arts skills with an emphasis placed on increasing the students' abilities to comprehend, assimilate, assess, and interpret the materials presented. Writing mastery is reinforced utilizing varied sentence structures, sensory appeal, clarity, critical thinking, and the structure of expository writing.

Honors/Advanced Placement Preparatory English courses deal in depth with grammar, composition, American and British literature, and spelling, and develop skills in both expository writing and creative writing. Students become skilled readers of prose written in a variety of periods, disciplines, rhetorical contexts, and become skilled writers who can compose for a variety of purposes. Through their writing and

reading, students deepen their understanding of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Students consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. The accelerated program prepares students for the Advanced Placement Language & Composition and the Advanced Placement Literature and Composition Exams.

Other Curriculum Areas (Science)

Kirtland High School offers a comprehensive science program that affords students a challenging and well-rounded exposure to physical, life, and chemical sciences. Students are heterogeneously grouped in the core areas of environmental/physical science, biology and chemistry, which are required for graduation. In addition, Kirtland High School serves the needs of our gifted and talented students through honors and enrichment coursework that includes the opportunity to gain college credit through Advanced Placement. The Science Department offers an array of laboratory courses designed to refine, enhance, and strengthen the students' understanding of biological and scientific systems.

The upper level courses are designed to prepare the serious student for successful advancement into science related fields, which include embryology, animal and plant husbandry, ethology, and careers in radiology, nursing, physical, psychological, and physiological therapy or medicine. Science courses are designed to teach an understanding and application of principles as opposed to the memorization of facts and formulae. In addition to understanding and application, emphasis is placed on analysis and synthesis of course objectives through critical thinking. The environmental science course provides students with the opportunity to study human interaction with the environment from an ecological perspective. In the genetics course offered through Interactive Video Distance Learning (IVDL) technology, students utilize current videoconferencing, online and multimedia technologies to study genetics and contemporary biology. Students are exposed to such topics as heredity and phenotype, DNA, genetic variation, gene structure, function and regulation; population genetics, genetic engineering, genetic testing, evolution, behavior, biotechnology/bioremediation and bioethics. Students learn about the principles of experimental design centered on focal topics selected to reflect the many aspects of bioscience. Our honors physics course is designed to present the concepts of physics in a logical sequence, believed to be the most productive for students. During the 2005-2006 school year we will be adding anatomy/physiology to our course offerings.

Instructional Methods

Our teaching staff utilizes a variety of instructional techniques to meet the different learning styles and the academic needs of our students. Using instructional teaching methods that are supported by a sound research base, teachers utilize differentiated instruction to serve the numerous ways students learn. Teachers deliver their lessons by using a variety of research based instructional strategies including: identifying similarities and differences, summarizing and note taking, reinforcing effort and recognition, homework and practice, nonlinguistic representations, cooperative learning, providing feedback, generating and testing hypotheses, cues, questions, and advanced organizers. Elements of effective instruction are also stressed including anticipatory set, stating objectives, instructional input, modeling, checking for understanding, guided practice, independent practice, and closure. Emphasis is placed on the student's abilities to comprehend, assimilate, assess, interpret, and synthesis the content objectives. Instruction is designed to create highly student-centered activities that motivate students to be actively engaged in the learning process.

The Kirtland Schools has adopted a comprehensive formative assessment and appraisal program that incorporates recognized best practices of effective instruction aligned to research-based standards that help teachers at all levels improve their teaching practices. Teachers at Kirtland High School take an active interest in getting to know the relative aspects of their students beyond the classroom, which leads to a clearer understanding of how a student learns best and encourages the development of a positive student/teacher relationship that enhances learning.

While individualizing instruction to meet the needs of all students, teachers also work to provide clear wholistic, and challenging learning goals that are relevant to their students and make connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. Many innovative instructional activities such as pair share, peer review, free writes, simulations, experiments, and technologically enhanced lesson designs can be observed on a daily basis at Kirtland High School. Teachers continue to improve their skills by sharing best practices at academic forums and at various staff meetings throughout the year.

Professional Development Program

Believing that learning is life long, the Kirtland Schools are committed to continuous improvement through focused professional development for all staff. During the 2003-2004 school year, the district successfully applied for special waiver release days from the Ohio Department of Education for the sole purpose of conducting formalized staff educational development. The staff then spent three entire days engaged in professional development that focused on effective instructional strategies, teaching to the standards, and utilizing rubrics to effectively assess student performance. The district dedicates two full days annually to educational growth and ongoing professional development and teachers are also identified and placed in cohorts that, on a 5-year rotation cycle, meet monthly to learn new strategies for improving their practice. Kirtland Local Schools have implemented a strong entry year mentoring program that includes an additional day of in-service training for all first year teachers.

A significant portion of grant money is annually dedicated to send teachers to professional development seminars and workshops. Within the last year, teachers from Kirtland have attended 5-day summer institutes for Advanced Placement courses, 1-day Advanced Placement workshops, various seminars on literacy, updates on 504 and IDEA legislation, AP Vertical Teaming, and use of technology to improve instruction. Teachers and administrators attend a number of conferences annually and share what they learn with staff upon their return. Teacher in-services, such as Writing Across the Curriculum and Developing Professional Learning Communities, are taped and kept in a professional library for reference. As experts in the profession, our teachers and administrators continually are solicited to help at the state and local level to present or to be a part of initiatives like writing model curriculum.

As an administrative team, we meet once a month to review and discuss recent literature that has been published. Coined instructional council, this group has studied such books as *Good to Great* by Jim Collins, *The Teaching Gap* by James Stigler and James Hiebert, *Small Learning Communities at Work* by Rick DuFour and Robert Eaker, and *The Meaning of Educational Change* by Michael Fullen.

PART VII - ASSESSMENT RESULTS

High school students in Ohio faced a unique year of testing requirements for the 2003-2004 school year. Those students who were 10th graders in the 2003-2004 school year were the last cohort of students required to pass all five of Ohio's 9th grade proficiency tests in order to graduate. If a 2003-2004 10th grader had not passed all exams in the ninth grade, they took the appropriate exams again and will continue to take the remaining exams in upcoming years until all tests are passed. All 2003-2004 10th graders, including those who had passed all subject areas of the 9th grade proficiency test, were also asked to take the new Ohio Graduation Tests (OGTs) in reading and mathematics in March 2004, though passing these tests was not required for graduation. Students entering 10th grade after June of 2004 will now be required to pass all five-subject tests of the OGT in order to graduate. The pages that follow contain charts illustrating the performance of Kirtland High School's 9th and 10th graders, including subgroups, in reading and math for the last five years on the 9th grade proficiency tests and the 2003-2004 10th graders on the new OGT. Below are the cut scores establish by the state of Ohio for both the 9th grade proficiency tests and the OGT in reading and math.

Ninth-Grade Mathematics Proficiency Test Cut Scores

- Proficient: 200 or above

Tenth-Grade Reading Ohio Graduation Test (OGT) Cut Scores

- Limited: below 383
- Basic: 383-399
- Proficient: 400-428
- Accelerated: 429-447
- Advanced: 448-547

Tenth-Grade Mathematics Ohio Graduation Test (OGT) Cut Scores

- Limited: below 384
- Basic: 384-399
- Proficient: 400-425
- Accelerated: 425-443
- Advanced: 444-546

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES					
% At or Above Proficient	100	100	99	100	97
Number of students tested	80	82	86	84	65
Percent of total students tested	93	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White</u>					
% At or Above Proficient	100	100	99	100	97
Number of students tested	80	82	86	84	65
2. <u>Special Education</u>					
% At or Above Proficient	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
3. <u>Students economically disadvantaged</u>					
% At or Above Proficient	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
STATE SCORES					
% At or Above Proficient	96	87	89	88	88

*Results for the 10th grade students who took the 9th grade reading proficiency as 8th, 9th, and 10th graders

The table above reflects Ohio's assessment categories and terminology.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	*March	*March	*March	*March	*March
SCHOOL SCORES					
% At or Above Proficient	99	98	90	95	91
Number of students tested	84	82	86	84	65
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White</u>					
% At or Above Proficient	99	98	90	95	92
Number of students tested	84	82	86	84	65
2. <u>Special Education</u>					
% At or Above Proficient	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
3. <u>Students economically disadvantaged</u>					
% At or Above Proficient	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
STATE SCORES					
% At or Above Proficient	85	71	71	70	69

*Results for the 10th grade students who took the 9th grade math proficiency as 8th, 9th, and 10th graders

The table above reflects Ohio's assessment categories and terminology.

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Reading Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	99	
% At or Above Accelerated	86	
% At Advanced	59	
Number of students tested	80	
Percent of total students tested	93	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
1. <u>White</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	99	
% At or Above Accelerated	86	
% At Advanced	59	
Number of students tested	82	
2. <u>Special Education</u>		
% At or Above Limited	--	
% At or Above Basic	--	
% At or Above Proficient	--	
% At or Above Accelerated	--	
% At Advanced	--	
Number of students tested	<10	
3. <u>Economically Disadvantaged</u>		
% At or Above Limited	--	
% At or Above Basic	--	
% At or Above Proficient	--	
% At or Above Accelerated	--	
% At Advanced	--	
Number of students tested	<10	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	89	
% At or Above Proficient	79	
% At or Above Accelerated	53	
% At Advanced	27	

The table above reflects Ohio's assessment categories and terminology.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Mathematics Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	94	
% At or Above Accelerated	68	
% At Advanced	38	
Number of students tested	84	
Percent of total students tested	98	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
2. <u>White</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	94	
% At or Above Accelerated	68	
% At Advanced	38	
Number of students tested	82	
2. <u>Special Education</u>		
% At or Above Limited	--	
% At or Above Basic	--	
% At or Above Proficient	--	
% At or Above Accelerated	--	
% At Advanced	--	
Number of students tested	<10	
3. <u>Economically Disadvantaged</u>		
% At or Above Limited	--	
% At or Above Basic	--	
% At or Above Proficient	--	
% At or Above Accelerated	--	
% At Advanced	--	
Number of students tested	<10	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	83	
% At or Above Proficient	68	
% At or Above Accelerated	38	
% At Advanced	18	

The table above reflects Ohio's assessment categories and terminology.